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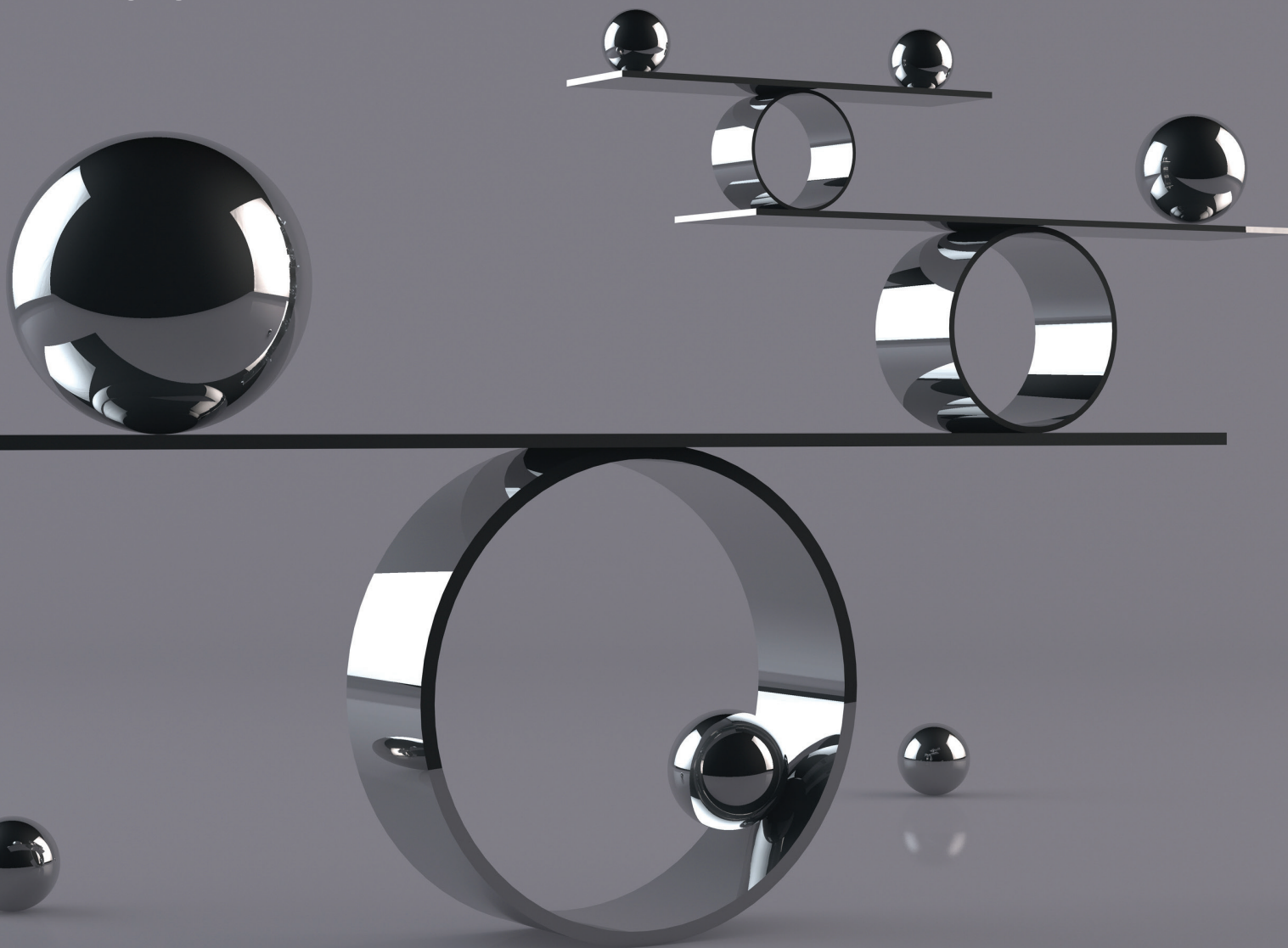
Teaching and Learning: in Search for Balance

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tutionally transformative and needs deliberate action to spread. Innovation alone is never enough.

- **Set high expectations:** Set ever-increasing expectations that all educators should be scholarly in their approach to education, and in their planning to enhance their teaching practice.
- **Respect the discipline's epistemology:** Create-and-use discipline-relevant methods of evaluation and use the evaluations to continually drive an enhancement agenda.
- **Engage in philosophical and practice discourse:** Create an environment which brings together educators from across the disciplines to discuss education, both as a philosophical and practical endeavor: Avoid just talking to the enthusiasts.
- **Align the systems:** Ensure the systems and processes of the organization are aligned with the mission and are designed to accelerate the growth (and reward) of teaching excellence.

This initial list of themes will help create the right ambience for education to flourish and to be valued. These themes need unpacking into university-nuanced actions, preferably with appreciative inquiry approaches to evaluation threaded throughout. Doing so ensures institutional imperatives are supported and that teaching excellence everywhere is both a philosophy and approach that is owned and enacted by all university stakeholders.

Failure to engage in such university-wide thinking will not cause the university to close, but all that is likely to be observed is teaching remaining to research, teaching being viewed as an endeavor that can be organized and supported by 'hints-and-tips' and students having very disparate educational experiences.

References and notes:

[1] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in educators' knowledge. *Educators College Record*, 108 (6), 1017–1054.

[2] Being a great teacher is arguably subjective, disciplinary specific and should be defined in the context in which the teaching takes place. Despite this, there are numerous themes relating to what great teachers do, and what great teaching looks like.

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Legal Training Curriculum Reform at Eötvös Loránd University, Faculty of Law (Budapest, Hungary)

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The background of the reform

Legal training at Eötvös Loránd University, Faculty of Law (Budapest, Hungary) has been transformed significantly in the last decade. In this article we briefly introduce the background of the reform and its main elements. This reform is interesting for foreign higher education institutes: it shows how to adapt a new legislative framework, the transformed attitudes of the students and the new requirements of future employers. The success of the reform is shown by the greater resilience of higher education institutes.

Traditional Hungarian legal training was based on the continental approach, especially on the Humboldtian idea of a university. Training was based on a theoretical grounding. The teaching of substantive law began only in the second semester. The main idea of the training was to teach the main structures and rules of law, and the training focused on the teaching of the legal norms [1].

This approach changed at the start of the new millennium. Hungarian legislation was significantly transformed after 2010: a new Constitution, a new Civil Code, new Civil Procedure Rules, a new Criminal Code, new Criminal Procedure Rules, and new acts on administrative procedures were passed. One of the main reasons for the new reform was the transformation of the training and output requirements. A Ministerial Decree transformed the approach to legal training in Hungary and a competence-based training system was introduced.

An internally-based reform

The planning of the reform began in parallel with the preparation of the national legislation. The need for reform was recognized by most of the professors and teachers of the Faculty, and it was clear that the reform should

be a substantial one, and that it was not enough only to adapt to the changes of the central legislation. The Faculty of Law of Eötvös Loránd University applied for grants which supported the transformation and modernization of legal training at the Faculty. The importance of interactive, practical and skill-based training was highlighted by the research supported by these grants [2]. The introduction of an attractive, modern curriculum was encouraged by competition in the higher education market. Although Eötvös Loránd University has the oldest continuous legal training in Hungary (the Faculty is more than 350 years old), there are now 8 faculties of law and one faculty of public administration in Hungary.

A commission – elected by the Faculty Council of the Faculty of Law – for the reform of the curriculum was established. The president of the commission was the Vice Dean responsible for registration and study-related matters, and the members were professors of the departments and representatives of the student's self-government. By including student representatives, the principle of co-creation [3] was guaranteed.

The new model of legal education required new methods of teaching. In Hungary, teacher training is not required for teachers of the higher educations. The Dean and the Vice-Deans of the Faculty recognized that the new model of teaching and training required new teaching skills, therefore several training sessions were organized for the professors and teachers of the university.

Modern legal systems – like modern societies – are very complex and legal norms could barely be learned. Lawyers are, in these modern legal systems, case managers who should solve problems [4]. First of all, the role of small group training was strengthened. Small group training sessions for 15-25 students (called 'seminars' or 'practical lessons') are organized for the majority of the subjects. New types of exams were introduced: complex exams which have different parts – essays, test and case solutions – and open book exams based on case solutions.

The quality of the training was developed by these reforms: the students are trained for practical work by these new exams (they are trained to write applications, judgements, resolutions etc.). By graduation, students have more practical skills with a strong theoretical base. The new exams are more attractive to students. They criticized the former structure strongly; it was too theoretical, and they were not prepared for practical work. Students can now get experience of practical work during their first semesters at the university. This new format is more attractive for the students and it has been very successful. The successes of the new model are relatively direct: in 2019, the students of Eötvös Loránd University won several major moot court competitions: the Jessup, the Jessup European Friendly and the Telders. The students of the university were in the leading positions of other moot court competitions, as well (e.g. the ICC Mediation coemption and the Oxford media law competition).

As mentioned, the theoretical basis was an important part of the reform. The basic elements of legal theory are taught

mainly in the first 6 semesters of the 10-semester curriculum and the theoretical courses can be chosen as a part of the final examination. Comparative issues remain very important.

Social inclusion was an important part of the reform of legal training. New types of courses were introduced, giving knowledge on the impact of legal work on society. Legal clinics were organized (in the field of social law and real estate law) and a course for voluntary work and social responsibility was organized, in which the university is cooperating with leading NGOs and religious charities in Hungary.

The burdens on the students are more balanced, the differences between the amount of work in different semesters has been reduced significantly. The number of the two-semester exams was also reduced.

The legal profession requires more and more specialized knowledge. Therefore a two-tier system for specialization was introduced: there are specialized courses which offer broader knowledge in important fields of regulation (for example regional development, constitutional review, international human rights, law of securities and bonds). There are specialized practical courses where distinguished Hungarian lawyers are involved as teachers.

Contradictions, resistance and problems

It is hard to introduce a reform which is fully supported by every member of an organization. During reforms there are interests which could be upset. As mentioned, the reform was based on a strengthening of the practical skills of students and on a strengthening of the teaching of legal praxis. Therefore the role of traditional theoretical and historical courses was transformed. The reform abolished the fundamental exams of the historical courses, now there are only semester exams for these courses. Similarly, the theoretical grounding of legal training was based on the teaching of classical philosophy and Latin. These courses have been transformed: comparative knowledge and skills are highlighted in the new curriculum and the teaching of the Latin has been shortened (from two semesters to one semester). The main opposition to the reforms was among teachers of the historical courses: they interpreted the reforms as reducing the importance of historical training. Prima facie it seems that their opinion is based on the facts, but the historical elements are strongly integrated into the courses of (contemporary) legal studies.

Similarly, the reception of the training on teaching methodology and pedagogy was mixed: several departments – especially those departments who were the main supporter of the reforms – liked it, but several teachers highlighted that they have enough training and teaching experience, and their methods are effective.

The greatest problem for the reform was the limited resources. The new, practice-based teaching and the new types of exams require more human resources: the smaller groups and personalized exams require more teaching work. Although the curriculum has been transformed,

the teaching staff has not changed significantly. Thus, the teaching burden has grown. This growing burden has resulted in some tensions.

Although there is some opposition to several elements of the reform and the teaching load has grown, the reforms are supported overall by the Faculty.

Closing remarks

As a result of these reforms, a modern curriculum has been introduced at Eötvös Loránd University, which preserves our 350-year traditions and values. The new elements of teaching are expected to result in a more resilient university for the future.

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- [2] See for example: Kiss, V. (2017) Interaktív szemináriumok a jogászképzésben. ELTE Eötvös: Budapest.
- [3] Fuglsang, L. and Rønning, R. (2014) Introduction in Fuglsang, L., Rønning, R. and Enquist, B. (eds.) Framing Innovation in Public Services. Routledge: New York, NY & London, UK pp. 10-12.
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Innovative Approaches in Teaching and Learning Programs in Political Science

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The question of teaching and learning is crucial for developing individual intellectual capacity and macro-level labor market needs. As the literature on political economic development emphasizes, learning methods, and designing and developing curricula are vital for all societies. Some disciplines are especially important. Political science, and in particular the administrative sciences as the basis of multi-disciplinary social sciences, focus on political and administrative realities. Since political and administrative realities occur in a social context, everything that

concerns societal relations between human beings belongs to these disciplines. That is why we have studies on many political and administrative realities in society.

As we are living in turbulent times, the solutions are contingent on the definition of the problems. Analyzing the hidden politics behind the techniques of government occupies a major part of the political (and administrative) sciences. Besides the turbulent times and old techniques, such as using the cinema and novels for teaching purposes, I observe three key innovative developments: data mining, crowd-sourcing and self-instruction, and gamification with mobile applications. These approaches are increasingly layered onto more conventional programs in contemporary learning environments, offering courses at undergraduate and graduate levels. These innovative approaches, recent research on teaching political science shows, have significant potential for training new generations of policy practitioners and researchers in political science.

In light of these developments, we, at the Faculty of Political Sciences at Ankara University, are in the process of planning how we can integrate such innovative approaches into our core teaching curricula. In our next strategic planning cycle, we propose to streamline new courses on data mining, data analytics and applications; crowd-sourcing as produced by students as real world actors, and diverse applications of gamification to explore different aspects of social reality hitherto unexplored. All such courses would be instrumental in augmenting the empirical data orientation (in terms of content and research methods) of currently running programs. We are hoping that these courses will be offered by members of our Faculty, which has a very strong tradition of theoretically informed and empirically grounded research, especially in the areas of macro socio-economic development, Turkish public administration from a comparative (mostly European) perspective, and international relations. Our empirically oriented research base will help us to illustrate all these new approaches through the proposed new courses in the next strategic planning cycle. In this way, we would like to streamline these new approaches to our teaching and training modules at the undergraduate and graduate level. We also plan that the synergies we create will help us more firmly ground our research strengths in these new approaches.

Data Mining

Most political science courses in the United States are now using text data mining to map issues or trends over time. A distinct literature on computational text analysis is emerging. Brown (2016), for example, provides an overview of the key steps required for computational analysis [1]. A number of researchers are working on operationalizing social science concepts using text analysis techniques. This requires students to learn R and python, and some of this work is done in Jupyter Notebooks. It also means that most students are taking courses cross-listed between political science and data science. These “connector” courses